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# Personal leadership : a course proposal for the Jepson School curriculum

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**Personal Leadership**

**A Course Proposal for the Jepson School Curriculum**

**by**

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**Richmond, VA**

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# P•E R•S•O N A•L LEADERSHIP

*A Course Proposal for the Jepson School Curriculum*

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Spring, 1995

*"It seems to me that we're in a puzzling time, a time when the students have difficulty framing a sense of significant personal identity. The task of liberal arts education has to change. I think there was a time when we thought of liberal arts education as expanding the horizons of individuals and pulling them, wrenching them, out of a kind of narrow provincialism and teaching them to be very critical arguers. But students now come out of a kind of bewildering array of demands on their loyalties, and in this climate, I think rather than wrenching people out of provincialism, we need to also work with them constructively to help them build a centered awareness of themselves and the society and the values that hold their life together and that are worth living for."*

**-William Rogers, President of Guilford College, 1995**

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# PART A

## **I: Introduction**

We are leadership scholars and practitioners. We study leadership every day. We discuss ways that paradigms shape our world and color our perspective. We study theories- old and new- that have molded peoples' perception of leadership for centuries. We evaluate group interactions seeking to learn more about the followers within an organization so that our leadership style can be tailored to best meet their needs. We develop mission statements that capture the purpose and goals of groups. We see positive transformations take place when "everyday" members of communities join forces to work for a common goal. We analyze difficult situations in which the best "ethical" solution is not always apparent, and we propose how we would react. We learn processes by which we make decisions, and ways to smooth conflicts and facilitate change. We take our classroom experiences and apply them within real organizations, and we realize that this thing Leadership really exists- it's really out there.

In the Jepson School, our education is consistently challenging, innovative, interactive, and interdisciplinary. We wrap our minds around big issues- real issues. We don our educational gloves, embrace our intellectual scalpels and dissect human interaction, organization, and involvement on a daily basis.

In such a field exists the potential for constant improvement, expansion, exploration, and modification. We should remain open to paradigm shifts and be aware that different approaches may be more effective in achieving the same educational purpose. The purpose of the Jepson School is to educate *"for and about leadership"*. Additionally, four major themes surface and resurface throughout the curriculum: communication; critical thinking; values and imagination; and social and individual differences. As the Jepson School develops, certainly it will need to expand to incorporate new ideas that will be introduced within the growing field of leadership studies. As new philosophies and

insights seek a place within the leadership studies agenda, the Jepson School must evaluate whether these concepts are compatible and thematically consistent with the curriculum.

One growth area within the field of leadership studies is the concept of personal leadership. Personal leadership encourages identifying and living by one's own core values. It incorporates defining and adhering to a personal mission statement and vision. Teaching personal leadership means identifying specific practices, exercises, disciplines and habits that aid the individual in learning to lead a principle-centered life. Since the material is translatable into all realms of a leaders life, teaching personal leadership methods to Jepson students will aid them in gaining a better understanding of themselves and will prove to be a practical preparatory course for leadership and for life.

This trend towards personal leadership is reflected in today's changing work world as well. Global competition and employee demands are causing leaders to rethink their previous management methods. To remain competitive, organizations are realizing that they must fully utilize their most abundant resource- the create energy of their own people. Traditional top-down methods of management are becoming obsolete as leaders recognize the value of channeling the creative energy of their employees. The result is that organizations are unleashing this energy by involving workers in their own leadership. The results of this alternative leadership process are astonishing. Fortune Magazine advises, "don't dismiss it as just another touchy-feely flavor of the month, It's real, it's radical, and it's changing the very definition of corporate leadership for the 21st century (Huey, 1994)."

Certainly, there is no better learning laboratory than one's own self and individual life experiences. If we are to study leadership by content, context, and experience, then should we not also enact parallel, simultaneous studies of leadership "on the outside" and leadership "on the inside"? Our emphasis in the Jepson School is very much "on the outside" as we learn to be more effective leaders in our interaction with other people and within various environment. What our curriculum calls for is more emphasis on



leadership "on the inside"- more emphasis on how to become more effective people so that ultimately we may become more effective leaders.

## **II: Personal Leadership Defined**

Personal leadership, the practice of defining ones personal values and then aligning personal and social responsibilities in accordance with those values, is a growth area within the leadership studies field. Goel et al. describe personal leadership as "an extensive set of strategies focused on the behaviors and thoughts that people use to influence themselves (81)." Personal leadership is both a process and a practice. It cannot be achieved by completing a number of sequential steps once and for all, but rather is a cycle to be continually revisited. Leading oneself involves clarifying a personal vision and mission statement. Senge describes this phenomenon as personal mastery.

It is the discipline of continually clarifying and depending our personal vision, of focusing our energies, of developing patience, and of seeing reality objectively... People with a high level of personal mastery are able to consistently realize the results that matter most deeply to them- in effect, they approach their life as an artist would approach a work of art (Senge, 1990, p. 7).

Covey describes the positive effects of adopting personal leadership:

Change and improvement are often perceived as originating from the outside and then moving inward. Lasting change, however, starts with individuals. As people learn and practice principles of effectiveness, their positive influence radiates outward, transforming their surroundings. (Covey Leadership Center pamphlet)

### **III: Impetus**

Currently there is no forum other than portions of the Leading Individuals course within the Jepson School leadership curriculum for students to address issues of personal leadership. It is merely assumed that exposure to leadership material will result in the personal betterment of leadership students. While the current material offered by the Jepson curriculum certainly provides the opportunity for personal introspection and reflection, there is no designated space for such internally-focused thinking. There exists a need for a course offering personal leadership material within the Jepson School curriculum.

"To educate for and about leadership" must start with the self as there is no better learning laboratory than one's own experiences. In learning to lead themselves, students will learn to engage in continual leadership and will build good habits for leading others in their various roles. Providing for a place in the curriculum that encourages the integration of self and leadership principles will result in the holistic learning experience for Jepson students. It is time for the Jepson School to allow for the integration of practice and preaching.

#### **IV: Arguments for the Inclusion of Personal Leadership Within the Jepson School Curriculum**

**1. A commitment to personal leadership means a lifelong commitment to leadership.**

A course on personal leadership will provide Jepson students with skills and habits that they will carry with them throughout their lives. A course that coaches adherence to values, personal vision and mission, principles, and continual self-improvement allows students to develop and refine the very nuts and bolts of their character. Providing a formal place for this sort of introspection within the curriculum delivers the message that thinking on this level is necessary for successful leadership. These skills are the essential sort that are necessary for living and leading. They are translatable. Incorporating personal leadership methods encourages the continual practice of leadership through the medium of the self. Such a course is truly preparatory not only for leadership but for life.

**2. American education is steeped in the tradition of learning as a passive process.**

Paulo Freire describes this sort of learning using a "banking" metaphor suggesting that teachers "deposit" education into students who act as passive receptacles of such knowledge. "Problem-posing" education, however, involves the collective efforts of both students and teacher to communicate and to solve problems together. Freire condemns the banking concept of education arguing that it perpetuates a social construction that reinforces oppression in our educational system. He heralds problem-posing education and the role of this sort of educator. The problem-posing teacher joins efforts with the students "to engage in critical thinking and the quest for mutual humanization. His efforts must be imbued with a profound trust in people and their creative power (Freire, 1994, p. 56)."

A course in personal leadership, because of the nature of the material being studied, is in accordance with problem-posing education. Since the educational landscape to be explored lies in the inner terrain of each student, the teacher cannot "deposit" information

but only set the tone for a learning atmosphere complete with an open "problem-posing" dialogue. In this classroom, teacher and student work collectively to liberate their own personal leadership abilities. They become their own "re-creators."

Students, as they are increasingly posed with problems relating to themselves in the world and with the world, will feel increasingly challenged and obliged to respond to that challenge. Their response to the challenge evokes new challenges, followed by new understandings (Freire 62).

A course in personal leadership reverses the process of learning from being taught to self-teaching. It encourages "problem-posing" education as advocated by Freire. It perpetuates the type of educational philosophy currently embraced by the Jepson School.

### **3. A course on personal leadership will help to adequately prepare Jepson students for the organization of the twenty-first century.**

Despite some resistance and difficult challenges involved, leading workers to become more and more their own source of leadership appears to be the most promising road to future success. The tremendous waste of human potential resulting from traditional top-down management approaches can no longer be expected to work in today's highly competitive, complex and changing international environment (Goel et al 88).

Leadership of the twenty-first century must critically evaluate the role of people within organizations. To do this, introspection is essential. "Leadership will have to inculcate self-leadership (Goel et al 86)." Hickman describes the organization of the future as the "transformistic" organization in which "multiple levels of transformation" are achieved (Hickman, 1995, p.1). She explains that this organization must address societal and environmental issues that have not been addressed thus far.

The societal and environmental shifts described by various writers, confer new requirements on organizations that, by previous design, have not been prepared to meet. In order to respond and contribute to this environment, organizations must become contexts for development of human potential with focused activity based on commitment to core values and a unifying purpose (1995, p. 7).

In order for leaders to be able to achieve this on a macro level, they must be comfortable doing it on a micro level- within themselves. Identifying organizational values and purposes is much easier if the leader is comfortable doing the same on a personal level. Therefore, personal leadership as a preparatory course in college will help to develop core skills necessary for existing within the transformistic organization of the future.

**4. College is the appropriate time in a young person's development to introduce methods of personal leadership.** Studies find that the college years mark a time of deepened moral understanding and a shift in locus of authority. These conditions make students ripe for exposure to personal leadership material- material intended to enhance their personal reflection and deepen their sense of purpose. A course on personal leadership provides a formal forum in which students may address on a personal level emerging issues such as their developing morality and sense of self- issues that are introduced in other Jepson courses such as "Leadership and Ethics".

Research on moral development that is particularly relevant to college students indicates that "college is tremendously powerful in promoting development of moral judgement...the basic assumptions and perspectives by which people define what is morally right or wrong change in this period (Rest, 1993, p. 201)." Due to increased cognitive complexity and reconceptualizations in how students understand society, students at the college level experience a change in their basic problem-solving strategies in dealing with ethical issues. College marks a time of dramatic change in perception, reflection, and judgement.

The young adult can be defined as one who has gained "a self-reflective identity and a capacity for critical thought and is prepared to take responsibility for the relationship of self and the world (Parks, 1993, p. 216)." A shift in locus of authority occurs at this stage of development that is critical to the establishment of a self-concept.

In adolescence, authority is located outside the self in the conventions of one's environment. As one moves through adolescence toward young adulthood, however, one may begin to recognize competing and conflicting claims to truth and find that it is no longer possible to adhere to the truth of an assumed authority. The self begins to be included in this arena of authority- the self thus develops a new strength (Parks 219).

We see, then, that college marks a time when students have a heightened moral sensitivity and are expanding their view of the self as an autonomous being. Because of the developmental importance of the college years, it is appropriate and timely to introduce a course offering a formal setting where these issues may be explored.

## **V: Leadership Concepts and Theories That Contributed to this Project**

The very idea for this project was born from reflections on the leadership curriculum today and projections of what it can be in the future. The bricks and mortar of the Jepson School itself stand as the physical representation of an innovative and unorthodox idea. Within the halls of the leadership school lies the medium for experimenting with new ways of thinking. Appropriately, a course in personal leadership is, itself, an innovative idea encouraging students to commit to new modes of thinking, leading, and living.

The idea for this project was prompted by a fortuitous "accident." By chance over Christmas Break I read Covey's book on an airplane to Chicago. I was instantly struck with the power of the material, and shortly thereafter had an "Aha!" experience. I began to see the natural place personal leadership within the Jepson School. I began to turn over the opportunities in my mind for how it could fit into our curriculum. As I thought more about the possibilities involved with proposing a new course for the leadership school, I went through the natural process of assessing what material was currently being taught and how my course would compliment the current program. During this process, I found that I was calling upon many themes and theories that I had learned during my years spent in Jepson Hall. In designing this course on personal leadership, I have drawn from several courses and applied much of their content to my senior project.

**Critical Thinking:** The initial stage in this process involved realizing that before I could sell this idea to anyone at the Jepson school, I first had to sell it to myself. I suppose that I relied on my skills acquired from Critical Thinking most for this project for several reasons. I knew that it was essential to carefully construct arguments for a course such as Personal Leadership as I feared my proposal would be dismissed as "fluff" if I did not substantiate my claims with sound reasoning. Knowing my audience (the Jepson faculty)



to be better than average at picking apart arguments, I spent much time building my case so that it would prove to be fool-proof, convincing, and concrete. I hope you appreciate the results. I also thought a great deal about the paradigm shift that is occurring within leadership studies as a result of a material like personal leadership. Personal leadership is truly a new way of thinking and living.

**History and Theories:** In thinking about personal leadership, I wondered how it would be received as a new leadership theory. Personal leadership suggests that leadership does not start with our inherited traits or with situational factors or even with the composition of our follower group, but with a look inside the self. I wondered, could this be the new leadership theory of the twenty-first century? This thought pattern directed my search back through the material on leadership theories, where I detected an interesting trend.

- Trait theory asserts that leaders are born and not made. According to this theory, leaders were imbued with special mystical skills and knew how to move their followers like pawns on a chessboard to enact their plans and policies. The role of followers was largely ignored.
- Situational theorists "advanced the view that the emergence of a great leader is a result of time, place, and circumstance (Bass 38)." Again, followers were considered only minimally as leadership was assumed to be a function of the situation.
- The humanistic theories were more encouraging proposing that the human being was by nature a motivated organism. McGregor's (1960, 1966) Theory X argues that people are "passive and resistant to organizational needs (Bass 43) while Theory Y postulated that people are motivated and responsible, and seek organizations so that they can fulfill their needs while working to achieve

organizational goals. With this theory we see that followers are recognized for their potential to make a creative contribution.

- Contingency theory saw the need for a matching of leader style with characteristics of the group and the situation facing the group. Here, the characteristics of the follower group are considered as a necessary component for the appropriate leadership "fit."
- Eventually with Burns' transformational leadership theory (1978), we see a concerted effort to convert followers into leaders by raising "one another to higher levels of motivation and morality (20)".

The trend, the progression, that we note throughout this chronology of leadership theories, is that followers become more and more important in the leadership equation. With the earlier theories, followers were passive relying on the leader to act as their catalyst for action. Gradually we see followers come to be regarded as autonomous thinkers capable of participating in a moral exchange with the leader.

Goel et al. propose a new theory of leadership called "SuperLeadership" which is an alternative type of leadership "designed to lead others to lead themselves (85)." At the core of this form of leadership lies personal leadership since before SuperLeadership can occur, the leader must do some personal self-work.

SuperLeaders first focus on developing their own self-leadership ability and then serve as a model while encouraging, guiding, and reinforcing self-leadership in others (85).

It seems followers are losing their status as followers. No longer passive sheep following their leadership shepherd, they have been given a new responsibility to transform into leaders of their own. This transformation involves a self-directed search within themselves in order to develop their leadership potential.

**Formal Organizations:** I thought some about Formal Organizations since I did a lot of reading that coupled personal leadership with leadership in an organizational setting.

These authors suggest that personal leadership is the first step- the first required mastery- and then it is assumed the leader will take what was learned through his or her personal leadership discovery and apply it at work. More and more literature is indicating that this is more than a fad. Course material in Formal Organizations demonstrates the importance in today's work world of self-directed work teams and other employee-led programs. We also learned that the personal and professional lives of an individual are no longer distinct spheres, but are becoming conceptually connected at the organizational level. These findings underline the need for personal leadership skills since the importance of human potential is being recognized as crucial for the organizations of the future.

**Service Learning and Internship:** When I look back on the two experiential courses within the program, I regret that I had not been exposed to personal leadership concepts sooner. Since these theories become ingrained as habits and practices, their transcendental nature makes them appropriate in any setting- personal or organizational. I wish that I had had such a course before volunteering at the jail and interning because I believe I would have been better equipped to manage myself within those atmospheres and, consequently, better equipped to perform at my best while working with others.

Why?

1.) *I would have been a better listener.* Covey's habit "Seek first to understand and then to be understood" is a personal skill that is required if one is to incorporate service into leadership. This habit emphasizes the importance of empathetic listening because it "gets inside another person's frame of reference. You look out through it. You see the world as they see the world, you understand their paradigm, you understand how they feel (Covey 240)." If the purpose of service learning is to invite students to step outside themselves to see life through the eyes of those who are less fortunate, then this sort of skill is essential.

2.) *I would have had a better understanding of how to motivate myself.* Manz discusses self-reward as one of several methods for self-motivation. This method, he suggests, is "one of the most powerful methods we possess to lead ourselves to new achievements (31)." Within the internship, it is important that the individual call upon self-motivation. After listening to the tales told by classmates during internship seminar class, I realized that the involvement and motivational abilities of

the internship supervisors will vary from project to project. As the internship is a demanding and intense learning experience and the student should be equipped with various methods of self-motivation in order to perform optimally throughout the project.

3.) *I would be better at managing stress and balancing multiple roles.* Personal leadership incorporates issues like stress management and the balancing act required of people juggling multiple roles. Students who opt to complete their internship during Fall Term often complain that they feel pulled in all directions as they struggle to balance their internship responsibilities, classes, extracurriculars, friends, and senior year high's and low's all at once. For Jepson students and faculty, people with high levels of energy and commitment, it is imperative that these issues be addressed.

**Social Movements:** In this course I was introduced to the concepts regarding education proposed by Paulo Freire. Fortuitously I was reading Freire's material at the same time that I was developing this project. I began to reflect on the educational system as a whole as well as all of the various learning systems that I had been exposed to throughout my seventeen years of schooling. I felt confident that certain classes in my high school were probing and intellectually liberating enough to be labeled "problem-posing." I also felt that most of my leadership courses were worthy of such a title. Taking it one step further, I critically evaluated whether or not my proposal for a personal leadership course could be considered problem-posing. I concluded that it most definitely could since such a course mandates that the roles of student and instructor be interchangeable and calls for an open dialogue where societal and personal problems are proposed and addressed collectively. My reflections on the Freire material convinced me that these were points important enough to be included in my arguments in the above section. Freire's material caused me to focus on the fundamental nature of the course that I was proposing, and in doing so it confirmed my belief that personal leadership material is important enough to be included in the Jepson School program.

## **VI: RESULTS OF QUALITATIVE RESEARCH QUESTIONNAIRE**

1. This survey was conducted to tap the opinions of students and faculty on the idea of a personal leadership class. The format was ambiguous by choice consisting of open-ended questions. The idea was to solicit respondents' fresh reactions to the idea of such a course proposal. It was distributed among leadership majors from the senior, junior, and sophomore Jepson classes.

2. Seniors-	12
Juniors-	6
Sophomores-	<u>3</u>
TOTAL-	21

3. Most frequent responses to Question #1- "What would you expect to be included in a course called personal leadership?":

<u>10</u>	Discussions on personal leadership style
9	Personal planning/ prioritizing
<u>8</u>	Wellness issues- multiple-role balance, spirituality, physical health, work/family balance
<u>5</u>	Stress Management
4	Self-motivation
<u>2</u>	Self-esteem

4. The responses to Question #3- "Do you feel there is a need for such a course within the Jepson curriculum?"- were overwhelmingly positive.

18	Yes
3	Scepticle

There were no "No" responses, but 3 students express concern that they did not feel they knew enough about the topic to form an opinion. Unsolicited reactions from the "Yes" group are as follows:

*"Most definitely- I think it's an important aspect of leadership that has not been explored."*

-Junior

*"Yes- I would definitely take a course on personal leadership. It would help us focus on ourselves so that we could apply our leadership knowledge in a more effective manner."*

-Sophomore

*"Yes, I would like to take a course on personal leadership. I had never thought about it before but it makes a lot of sense."*

-Sophomore

*"The reason I love this whole idea is that throughout the curriculum there seems to be little room for the personal element. It always kind of bothered me that we're all given the same information yet expected to somehow have mastered our own style. I probably would not have missed the course had it never been suggested, but this idea has great potential and should definitely be implemented at least on a trial basis. The idea gave me chills!"*

-Junior

*"I believe this course would be very successful."*

-Junior

*"There is definitely a place for this course- not everyone will use the leadership skills that we are taught to be President or a CEO- they must be applicable to every aspect of life."*

-Junior

*"I think we spend a lot of time trying to cultivate our minds yet nothing really happens to our personalities. Personal growth from a class would be a novel idea."*

- Senior

*"Yes- this class would help us to apply the rest of the curriculum to our personal lives and careers."*

- Senior

5. Faculty responses to this survey were mixed. Four faculty members were surveyed. Responses to Questions 1 and 2 were similar to those of the students. Reactions to Question 3 varied.

*"Absolutely. Almost all leadership scholars agree (though none has explored this in much depth) that self-exploration and self-knowledge are the foundation of leadership and of successful social influence, interaction, and collaboration. Self-knowledge leads to empathy, humility, and love- perhaps the essential ingredients of much leadership."*

Another faculty member suggested that the content of the material was necessary within the curriculum, but that perhaps these related issues should be integrated into the existing courses instead of designating a separate course.

A third faculty member felt enthusiastic about the concept of personal leadership because of the changing climate of the work world. Teaching personal leadership would help students to know themselves so that they could better choose the sort of work setting that would be appropriate for them.



# PART B

**P • E • R • S • O • N • A • L**  
**LEADERSHIP**

*I: Proposed Syllabus*

**PURPOSE**

This course is founded on the premise that we cannot be effective leaders until we are effective people. Just as leadership can be taught, so too can personal success be learned and practiced. Personal leadership requires personal exploration. This course, then, is intended to offer a unique methodology that will enable the student to explore and practice personal leadership.

There is a direct correlation between leadership exercised at a personal level and leadership exercised at an organizational level. Many of the same practices are employed. The use of a mission statement, the clarification of goals, the adherence to core values, and the establishment of a vision are some of the similarities. Therefore, using the self as a learning laboratory, students will be learning and practicing fundamental lessons in leadership that can then be applied throughout the student's life within any setting, context, or organization.

**OBJECTIVES**

1. Learn about different theories in personal leadership.
2. Learn to apply these theories by implementing them in daily life.
3. Identify core values and recognize the importance of aligning life around those timeless values.
4. Define core values and learn to align life around according to those values.
5. Enhance "self knowledge" through use of various self-assessment exercises.

6. Develop a personal functional mission statement as a personal constitution and clarification of identified values.
7. Examine the linkage between personal and social/ organizational leadership.
8. Examine the impact that personal leadership has on family, friends, physical and mental health, time management, and profession.

### **Role of Instructor**

This is a shared role. Due to the nature of this material, the bulk of learning that occurs will be the result of the students' self-teaching. Consequently, the students' discussions and insights during the progression of the course will enable the instructor to learn and grow. The roles of instructor and student, then, are interchangeable. The instructor's responsibilities include introducing material, facilitating discussion, and encouraging and learning along with students as they seek to develop as personal leaders. As the assigned papers and projects for this course involve personal reflection and a level of intimacy, the instructor should clarify that a code of strict confidentiality exists regarding the content of these assignments.

### **Responsibilities of Students**

#### *Importance of Attendance*

Although books and other literature are listed in the syllabus, most of the material that will be studied in this course lies within the minds of its students. The student's full engagement is essential to the effectiveness of the course since the development of personal leadership involves looking deep within ourselves. In essence, then, each student is his or her own requirement for the course. For this reason, attendance is essential.

### *Importance of Participation*

A course of this nature derives its energy from that of the people that comprise it. Students will learn not only from themselves but also from each other. Class discussions should be comfortable, personal, and refreshing and should be generated naturally.

### *Importance of Assignments*

The exercises outlined in the syllabus are in the form of self-assessments, personal planning guides, and other aids to assist in students' development as personal leaders. Completion of these exercises is essential to the development of personal leadership and is expected.

## **Assignments**

***Personal Mission Statement-*** Adopting a personal mission is one of the fundamental habits of personal leadership. Designing a personal mission statement involves a process that should encourage students to think deeply about their lives and identify their purpose. It is intended to become incorporated in the individual and to be used as a source of reference, refocusing, and refueling.

***Journal-*** Students should keep a personal journal to document their development and growth during this course. This will encourage them to be reflective practitioners as they embark on the journey towards personal leadership. Journal entries should include: reactions to the readings; class discussions; findings from self-assessment exercises; and any noticeable differences in personal and social life as a result of implementing personal leadership principles.

***Reaction Papers (4)***- These assignments provide students the opportunity to respond editorially to the assigned reading material using arguments that are well-supported, organized, and thoughtfully presented.

***Self-Assessment Exercises***- To be completed in class or at home, the findings of these instruments should reappear in the students' journals, reaction papers, final project, and class discussions.

***Final Project***- This assignment provides an opportunity for students to summarize their development, insights, growth, and experiences throughout the semester. If the student has detected differences in personal relationships, work productivity, sense of well-being, motivation, and overall effectiveness as a result of the course, these should be included. The final paper should include depth, reflection, critical thinking, creativity, and specific examples.

## **Suggested Strategies for the Classroom**

- The Covey Leadership Center offers several training workshops specifically designed for teaching the Habits. These seminars can be tailored to the organization (i.e. college classroom) and allow for the instructor to become certified. Certification is not necessary to teach the Habits if other materials are being taught in conjunction with Covey's books. See Appendix A for information regarding types of training workshops, costs, locations in 1995, and registration.
- The lifeline exercise included in the activities of the first day is intended to establish a level of openness from the very start of the course. The instructor should begin the exercise by presenting his/her lifeline. This highly effective exercise provides students with the chance to get to know each other's "history", and sends the message that the instructor is on the "same plane" with students.
- The use of videos documenting recognizable leaders who demonstrate personal leadership and organizations that encourage such self-exploration should be included.
- Couto suggests employing the technique of "structured disequilibrium" for the purpose of creating an environment that is new to the student but not threatening. Fostering this sort of atmosphere will generate feelings, emotions, and thoughts to be reflected upon. This can be done through small group work within the classroom.
- Manz's material includes many self-assessment exercises. Covey's chapters end with questions for consideration as well. The findings of these instruments are intended to aid the individual but can be shared with the class as a whole. This sort of disclosure will help to strengthen the cohesiveness of the group and allow individuals to learn from their reactions as well as those of others.

# P • E • R • S • O • N • A • L LEADERSHIP

## *Course Outline*

### **I: Mastering Personal Leadership**

#### **Day 1: INTRODUCTION**

- Introduction to personal leadership
- Lifeline Exercise

#### **Day 2: PERSONAL PARADIGMS**

- Covey, *"Inside Out"*, (pp. 1-59)
- Senge, *"Personal Mastery"*, (pp. 147-173)

In Covey's introductory chapter of Habits, he discusses the power of internal paradigm shifts suggesting that if we learn to pinpoint our harmful attitudes and assumptions we can re-align them to positively affect our behavior. Senge introduces his concept of personal mastery in this chapter and explains that by changing our attitudes we can approach life from a creative as opposed to reactive standpoint.

#### **Day 3: SELF CONCEPT**

- Schmueli, *"Kierkegaard and Consciousness,"* (pp. 9-14)
- Kets de Vries, *"The Leader As Mirror,"* (pp. 5-21)
- Vesey, *"In Which A Labyrinth is Explored and Landmarks Established,"* (pp. 1-14)

Schmueli illustrates Kierkegaard's idea of the self and the phenomenon of consciousness. Kets de Vries discusses the concept of mirroring and its importance to the developing individual's sense of self. Vesey deals with issues of personal identity in his introductory chapter and explores the ideas of David Hume.

#### **Day 4: REALM OF PERSONAL INFLUENCE**

- Covey, *"Be Proactive"*, (pp. 66-94)
- Manz, *"The Journey," "We Do Choose,"* (pp. 1-16)

In Habit One, Covey discusses the benefits of a proactive attitude and how to expand our Circle of Influence so that we may regain ownership over our lives. Manz also discusses various sorts of human influence and includes a discussion on self-motivation.

#### **Day 5: VALUES**

- Covey, *"Begin With the End in Mind"*, (pp. 96-144)
- Kouzes and Posner, *"Discovering Yourself"*, (pp. 58-68)
- Bass, *"Values, Needs, and Well-Being of Leaders,"* (140-155)

Covey defines how we are each individually "scripted" by our family, peers, and society and instructs that with a proactive attitude we can "rescript" ourselves to be the people we want to be. He identifies the various "centers" that people align their life according to-

spouse, career, money, etc.- and suggests that only by identifying core principles as our center can we be truly effective and happy. **Kouzes and Posner** discuss the importance of clarifying and defining personal values on the road to self-discovery. **Bass** identifies determinants of leaders' values as well as how to prioritize and balance them.

#### **Day 6: MORAL DEVELOPMENT IN COLLEGE STUDENTS**

- Rest, "*Research on Moral Development in College Students*," (pp. 201-211)
- Parks, "*The Conditions of Moral Choice*," (pp. 214-227)

**Rest's** research documents the dramatic and extensive changes that occur in ethical development and problem-solving abilities of young adults. This essay includes the "Heinz and the Drug" exercise which intends to rate moral development. **Parks** begins her essay illustrating the many "gaps" that today's young generation must face and suggests that developing an identity today may be more difficult than in the past. She confronts issues of faith, critical thought, and locus of control as they relate to today's young generation.

#### **Day 7: MOTIVATION & REWARDS**

- Manz, "*Creating the Self-Motivating Situation*," (pp. 43-63)
- Kerr, "*On the Folly of Rewarding A While Hoping for B*"

**Manz** explores various methods that we can use to keep ourselves internally motivated through designing our own personal self-reward and self-punishment systems. Included are assessment exercises and checklists to help identify the most effective personal rewards. **Kerr** illustrates the importance of using reward systems that actually reward the desired behavior.

#### **Day 8: PERSONAL MANAGEMENT**

- Covey, "*Put First Things First*," (pp. 146-182)
- Manz, "*Leading Ourselves to Do Necessary But Unattractive Tasks*" (pp. 17-42)

**Covey** introduces various "generations" of time management explaining that most of us live in Quadrant One where we mainly put out fires. He suggests a strategy for living in Quadrant Two which incorporates prevention and opportunities, and provides a weekly schedule (daily-planner sized) that helps us to organize our lives accordingly. In this chapter **Manz** explains that we can focus our attention on important behaviors through the use of positive and negative cues. We can use self-observation and our self-reward strategies to encourage certain behaviors within ourselves. Several self-assessment exercises are given.

#### **Day 9: MYERS-BRIGGS TYPE INDICATOR**

- Tieger, "*Suit Yourself*," "*What a Character!*", (pp. 3-9, 14-30)
- Myers, "*Type and Occupation*," (pp. 149-164)

These articles orient the reader to the Myers-Briggs type indicator four human temperaments. The concept is that knowing oneself will help an individual to choose the appropriate vocation. These authors cover the different personality types in great detail.



## **II: LINKAGES- PERSONAL LEADERSHIP IN OUR INTERPERSONAL LIVES**

### **DAY 10: TRANSCENDING "ME" TO "WE"**

- Covey, *"Paradigms of Interdependence,"* (pp. 185-204)
- Kouzes and Posner, *"Appreciating Constituents and Their Diversity,"* (pp. 88-119)

**Covey** discusses the importance of making deposits in the "Emotional Bank Accounts" of others if we are to maintain people's trust in us. He also explains the progression from dependence to independence to interdependence stressing that this final stage is the ideal one for interpersonal communication. **Kouzes and Posner** discuss the process and the importance of shifting the focus from ourselves to those with whom we are involved. The authors illustrate the connection between understanding oneself and using that skill to understand constituents.

### **Day 11: ESTABLISHING CREDIBILITY**

- Bass, "Accorded Status, Esteem, and Leadership," (pp. 166-184)
- Kouzes and Posner, *"Credibility Makes a Difference,"* (pp. 47-57)

**Bass** outlines various sources of status and goes on to explain that people will hold those whom they like and respect in high esteem. The message that should be drawn from this material is that the individual can gain and maintain the esteem of peers and constituents by fostering certain behaviors. **Kouzes and Posner** urge the importance of credibility and "remembering 'we'."

### **Day 12: EFFECTIVE LISTENING**

- Covey, *"Seek First To Understand, Then To Be Understood,"* (pp. 235-260)
- Senge, *"Openness,"* (pp. 273-286)

In this chapter focused on building effective listening habits, **Covey** explains that most people listen with the intent to reply and not with the intent to understand. Practicing methods that develop listening skills leads to better interpersonal communication. **Senge** discusses ways to create an atmosphere of participative openness by developing listening and communication skills.

### **Day 13: SHARED LEADERSHIP/ SYNERGY**

- Covey, *"Synergize,"* (pp. 261-284)
- Senge, *"Shared Vision,"* (pp. 205-232)

Synergize is the habit that fosters creative cooperation and teamwork. This occurs as the result of the collective efforts of leaders who have accomplished personal mastery. **Covey** explains that synergy occurs when differences are valued and varying perspectives are shared in an atmosphere of shared respect. **Senge** states that "shared visions emerge from personal visions (211)," and occurs within organizations only after individual members have thought deeply about developing missions of their own.

### **Day 14: WELLNESS**

- Covey, *"Renewal,"* (pp. 287-307)
- Bolman & Deal, "Leading With Soul"

- Bass, "*Values, Needs, and Well-Being of Leaders*," (pp. 155-165)
- Senge, "*Ending the War Between Work and Family*," (pp. 306-312)

**Covey** asserts that the habit of self-renewal is essential for all the other habits of personal leadership. The four arenas of life: physical, mental, social/emotional, and spiritual must all be in balance for an individual to be happiest and most effective. **Bass** discusses physical and mental health for leaders and emphasizes a lifestyle for "enlargers" or the preferred type of leaders. **Senge** contends with multiple-role issues and suggests strategies for balancing all of the spheres of an individual's life.

### **Day 15: PERSONAL ODYSSEYS OF PUBLIC PEOPLE**

- material for this class day will be supplied by students

This class is intended to explore techniques and strategies of personal leadership used by leaders who are recognizable to us today.

## **II: A Personal Note...**

In conclusion, I would like to say that my personal purpose for writing this project was to raise the level of awareness about the need for the inclusion of personal leadership material within the Jepson School. I sincerely feel that this material must be incorporated for Jepson students to participate in the holistic learning experience. The reactions of students surveyed, as indicated in the Research section, is overwhelmingly supportive and enthusiastic.

This project proposes only one way that personal leadership could be incorporated in the Jepson program. Of course, there are other possibilities. Suggestions that I encountered are:

- Offering this course to first-year students. This would serve the dual purpose of exposing more of the University community to these important concepts and inviting potential majors into the Jepson school as an "orientation" course.
- Threading pieces of personal leadership material throughout all of the current core courses. In this instance, I urge that enough space be allocated to allow for proper absorption of the material.
- Including personal leadership as a component of the Senior Seminar. I do not advise this. Senior Seminar seems already to be a "catch-all" course and does not allow any more room for the sort of serious self-reflection necessary to the success of a course in personal leadership.

I have thoroughly enjoyed my work on this project for several reasons. First, I have gained more respect for the current Jepson curriculum after delving into its organic make-up. Secondly, I feel that I have grown personally from studying these leadership authors and trying to piece their concepts together to fit into a syllabus. And finally, since I am so enthusiastic about the concept of personal leadership, I enjoyed devoting a semester to devising a way that more of my peers could be exposed to these ideas. It is my sincere hope that, upon my return to the Jepson School in years to come, I will find personal leadership listed as a course offering.

## Annotated Bibliography

Bass, Bernard M. Bass & Stodgill's Handbook of Leadership. New York: The Free Press, 1990.

*Considered by many to be the encyclopedia of leadership, this book covers the spectrum of leadership issues including topics relevant to personal leadership like values and wellness.*

Covey, Stephen R. The Seven Habits of Highly Effective People. New York: Simon & Schuster, 1989.

*Covey provides a conceptually complex methodology for building personal leadership habits in a refreshingly simplistic manner. He advocates identifying core principles around which to center life and encourages us to write our own personal mission statement. Each "habit" is interrelated.*

Freire, Paulo. Pedagogy of the Oppressed. New York: The Continuum Publishing Company, 1994.

*Freire discusses the "banking" concept of education explaining that traditional education systems encourage oppression since teachers deposit education into the minds of students who become conditioned into intellectual passivity as a result. Better to adopt "problem-posing" leadership in our systems where students engage in open dialogue with the instructor and work cooperatively to solve problems.*

Goel, Sanjay, Charles C. Manz, Christopher P. Neck, and Heidi M. Neck. "Beyond Traditional Leadership: Leading Othes to Lead Themselves." The Journal of Leadership Studies 2.1 (1995): 81-91.

*In this article these authors introduce their concept of SuperLeadership explaining that the foundation for such a leadership style is self-leadership. Since SuperLeaders aim to create leaders out of their constituents, they must act as role models by practicing self-leadership.*

Hickman, Gill Robinson. "Toward Transmistic Organizations." Jepson School of Leadership Studies: 1995.

*Hickman inaguarates the organization of the future predicting that in such an organization the human element will play a major role. These organizations will engage in transforming leadership on individual, organizational, and societal levels.*

Kerr, Steven. "On the Folly of Rewarding A While Hoping For B." The Academy of Management Executive. 9.1. (1995): 7-8.

*Kerr observes that many leaders do not closely evaluate their reward systems and make the mistake of rewarding behavior other than the desired type. He says that, to ensure that rewards succeed, determine behaviors that are recognized and reinforce positive outcomes.*

Kets De Vries, Manfred F. R. Leaders, Fools, and Imposters: Essays on the Psychology of Leadership. San Francisco: Jossey-Bass, 1993.

*In his chapter "The Leader as Mirror," Kets de Vries suggests that followers often project their desires onto the leader. Distortion occurs when leaders feel that they must indulge these fantasies and the organization or leadership setting becomes jeopardized. The author urges that leaders should "break the mirror magic" and gain enough self-understanding to avoid the pitfalls of mirroring.*

Kouzes, James M. and Barry Z. Posner. Credibility. San Francisco: Jossey-Bass, 1993.

*The authors discuss the importance of clarifying a "credo" for "discovering your self." They draw the link between personal effectiveness and credibility with others, explaining that trust is based on personal integrity and honesty.*

Manz, Charles C. Mastering Self-Leadership. New Jersey: Prentice Hall, 1992.

*Manz parallels the process of self-leadership to a journey. He includes information on self-motivation, self rewards and punishments, positive thinking, and values. Each chapter concludes with exercises and self-assessment instruments to aid the reader in identifying their areas of strength and weakness.*

Myers, I. B. Gifts Differing. Palo Alto, CA: CPP Books, 1994.

*Offers insights into the Myers-Briggs type indicator.*

Parks, Sharon Daloz. "Young Adults, Mentoring Communities, and the Conditions of Moral Choice." Approaches to Moral Development: New Research and Emerging Themes. Ed. Andrew Garrod. New York: Teachers College Press, 1993. 214-227.

*Parks begins her essay illustrating the many "gaps" that today's young generation must face and suggests that developing an identity today may be more difficult than in the past. She confronts issues of faith, critical thought, and locus of control as they relate to today's young generation.*

Rest, James R. "Research on Moral Judgement in College Students." Approaches to Moral Development: New Research and Emerging Themes. Ed. Andrew Garrod. New York: Teachers College Press, 1993. 201-213.

*Rest's research documents the dramatic and extensive changes that occur in ethical development and problem-solving abilities of young adults. This essay includes the "Heinz and the Drug" exercise which intends to rate moral development.*

Rogers, William. Radio Interview. All Things Considered (NPR). 13 Apr. 1995.

*William Rogers is the President of Guilford College, a small liberal arts school with a Quaker heritage recognized for its students' involvement in community service.*

Senge, Peter M. The Fifth Discipline. New York: Doubleday, 1990.

*Senge proposes the idea of the "learning organization" in which the core disciplines of personal mastery, mental models, shared vision, and team learning are essential. He discusses "systems thinking" which focuses on the interrelatedness of things.*

Shmueli, Adi. Kierkegaard & Consciousness. Trans. Naomi Handelman. New Jersey: Princeton University Press, 1971.

*Kierkegaard's work concerning various forms of consciousness are discussed. Relevant to this project is the discussion of the emergence or discovery of consciousness.*

Tierger, P. D. and B. Barron-Tieger. Do What You Are. Boston: Little, Brown, and Co., 1992.

*This material is intended to be used for reference when making career decisions. However, its insights into the Myers-Briggs type indicator make it appropriate for this course.*

Vesey, Godfrey. Personal Identity: A Philosophical Analysis. New York: Cornell Paperbacks, 1974.

*Hume's "labyrinth" is analyzed in the first chapter of this book. Questions of personal identity and perception are explored.*

# Appendix



C O V E Y  
**LEADERSHIP**  
C E N T E R

Covey Leadership Center is pleased to inform you about the Education division. Our mission is to service the needs of educational and ecclesiastical entities. We appreciate your interest in Covey Leadership and our leadership development programs. We hope our programs will be a valuable resource to you and your organization.

***Seven Habits of Highly Effective People Course:*** This three-day intensive presentation focuses on implementation and application of the *Seven Habits* at the personal and interpersonal levels.

***Principle-Centered Leadership Week:*** This five-day course addresses principles of effectiveness on all leadership levels. It covers topics such as team building, life balance, empowerment, and organizational alignment.

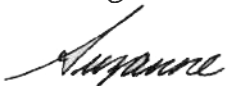
***Principle-Centered Leadership and Quality:*** Throughout this week long course, leaders will gain a deep in-depth understanding of the principles and key processes necessary to elevate their organization to a higher level of performance and effectiveness. It focuses on quality implementation in the managerial and organizational levels.

***The Seven Habits of Highly Effective People Facilitator Training Course:*** This five-day course is a very cost effective option for those interested in being licensed to teach the *Seven Habits* in their organization.

***Custom In-House Presentations:*** These half-day to week-long custom courses are designed to deal with specific and unique management and organizational issues. After evaluating your organization's challenges and opportunities, we will work together to co-design a program to address your individual issues.

Each program is designed to meet specific needs. Please feel free to call if you would like to discuss the programs that would be most beneficial for you. If I can be of assistance, contact me by calling 1-800-27-COVEY (272-6839), or directly at 1-801-342-6153. If I am not available, feel free to contact my associate Paula Collins at 1-801-342-6238.

Best regards,



Suzanne Sawyer  
Associate Consultant

# THE SEVEN HABITS OF HIGHLY EFFECTIVE PEOPLE®

## THREE-DAY INTENSIVE WORKSHOP

**D**ynamic changes are taking place in the management philosophy of literally hundreds of the country's largest and smallest organizations. They have become enthusiastic advocates and practitioners of the universal principles taught by Covey Leadership Center® in The Seven Habits of Highly Effective People workshop. In many cases, these organizations will never be the same.

The Seven Habits™ principles have an infinite variety of uses, depending upon an individual's desire and creativity in finding application opportunities. While the direct benefits of the training to individuals and companies vary, participants learn to deal effectively with many of the problems common to all organizations. The following list is but a sample of benefits likely to occur as a result of learning and applying the Seven Habits.

- *In Habit 1: Be Proactive™, participants learn to focus on a "circle of influence" and produce tangible results rather than react poorly, place blame, point fingers, and make excuses.*

*In Habit 2: Begin with the End in Mind™, participants identify their mission and values before setting goals. They seek unity between means and ends. Appropriate organizational ethics, for example, are seen as integral to the mission and strategy of the organization.*

- *In Habit 3: Put First Things First™, participants learn how to manage their time and resources in ways that keep them focused on key roles and goals.*
- *In Habit 4: Think Win-Win™, participants learn to negotiate agreements and contracts from a Win-Win or No Deal™ perspective, resulting in greater mutual satisfaction. These same skills can be applied to improve relationships with customers, suppliers, colleagues, and employees at all levels.*

*In Habit 5: Seek First to Understand, Then to Be Understood™, participants learn that empathy is the key to understanding. By seeking first to understand, one will open the door to creative solutions and third alternatives. Differences are no longer stumbling blocks to communication and progress. Instead, they become the stepping stones to synergy.*

- *In Habit 6: Synergize™, participants learn to value different opinions and viewpoints, resulting in higher-quality decisions, greater organizational unity, and reduced rivalry.*
- *In Habit 7: Sharpen the Saw™, participants learn to practice self-renewal regularly, maintaining balance and perspective. They learn to weigh today's bottom line against tomorrow's potential. On a personal level, Habit 7 engages one in a complete wellness and fitness program.*

The objective of this course is for participants to learn the Seven Habits through cognitive learning and application exercises. The Seven Habits are based on a single premise: effective leadership starts from the inside out.

# THE SEVEN HABITS OF HIGHLY EFFECTIVE PEOPLE®

## TIME

### *Sample Schedule*

Day 1 8:30 a.m.–5:30 p.m. (Continental breakfast, break refreshments, and lunch provided.)

Day 2 8 a.m.–5:30 p.m. (Continental breakfast, break refreshments, and lunch provided.)

Day 3 8 a.m.–3 p.m. (Continental breakfast, break refreshments, and lunch provided.)

## REGISTRATION

To receive a registration contract and/or more information, please call 1-800-27COVEY (272-6839). Registration should be handled 4–6 weeks prior to the course to ensure availability and give ample time to complete the profile. Program size will vary from 35–45 participants.

## PREWORK

*The Seven Habits of Highly Effective People*—Upon registration, you will receive a copy of *The Seven Habits of Highly Effective People* as well as the four-tape audio learning system. Previewing these materials is a prerequisite for the course.

*The Seven Habits Profile*—You will receive a profile feedback survey which should be completed by the people you work with. You will receive this profile with full instructions approximately three weeks before the course begins.

*Preassessment Survey*—We will send you a confidential preassessment survey that is designed to collect information on issues you face within your life and organization. We, as instructors, would like to understand what would make the course more relevant to your particular needs.

## DRESS

Attire for the program is casual and comfortable. Jeans are acceptable.

## DEPOSIT AND PAYMENT

A \$500 deposit is required with your reservation. You will be invoiced for the balance. Full payment is due 21 days prior to the workshop.

## CANCELLATION

After registration, there is a \$150 processing fee for any cancellation. You may transfer to another program or make substitutions from your company without penalty up to 14 days prior to the course. If you cancel or transfer within 14 days of the program, your entire deposit will be forfeited. All transfers and cancellations must be received in writing. If tuition is not paid in full 14 days prior to the workshop, your agreement will be put on hold and your reserved seat released.

## TUITION

	Education and Ecclesiastical	Corporate
1–2 seats.....	\$1195 each	\$1495 each
3–4 seats (at the same program).....	\$995 each	\$1295 each
5 seats (at the same program) .....	\$995 each	\$1095 each

## MEALS and LODGING

Meals are included and consist of a continental breakfast, break refreshments, and lunch. Lodging is optional but encouraged. Prices vary by location. Please call for further information on the program you will be attending (801-272-6839).

# THE SEVEN HABITS OF HIGHLY EFFECTIVE PEOPLE®

## THREE-DAY INTENSIVE WORKSHOP

### 1995 SCHEDULE

Hochester, NY	March 1-3	Minneapolis, MN	May 10-12	New Orleans, LA	August 9-11
Indianapolis, IN	March 6-8	San Francisco, CA	May 15-17	Pittsburgh, PA	August 9-11
Boston, MA	March 6-8	Pittsburgh, PA	May 22-24	Seattle, WA	August 16-18
Homestead, UT	March 6-8			Minneapolis, MN	August 16-18
Las Vegas, NV	March 8-10	Tulsa, OK	June 5-7	Nashville, TN	August 21-23
Kansas City, MO	March 13-15	Kansas City, MO	June 5-7	Kansas City, MO	August 21-23
Orlando, FL	March 13-15	Richmond, VA	June 5-7	Orlando, FL	August 23-25
Seattle, WA	March 20-22	Tampa, FL	June 7-9	Homestead, UT	August 28-30
Milwaukee, WI	March 20-22	Los Angeles, CA	June 12-14		
Toronto, ON	March 20-22	Birmingham, AL	June 12-14	Dallas, TX	September 6-8
Philadelphia, PA	March 22-24	Homestead, UT	June 12-14	Washington, DC	September 6-8
San Francisco (Sales)	March 22-24	Toronto, ON	June 14-16	San Francisco, CA	September 11-13
San Diego, CA	March 27-29	St. Louis, MO	June 19-21	Denver, CO	September 13-15
San Antonio, TX	March 27-29	New York Metro	June 26-28	Greenville, SC	September 13-15
Houston, TX	March 29-31	Washington, DC	June 26-28	Chicago, IL	September 18-20
		Denver, CO	June 28-30	Cleveland, OH	September 18-20
Sacramento, CA	April 3-5			Vancouver, BC	September 18-20
Calgary, AB	April 5-7	Boston, MA	July 10-12	Atlanta, GA	September 18-20
Chicago, IL	April 17-19	Detroit, MI	July 10-12	New York Metro	September 20-22
New Orleans, LA	April 19-21	Chicago, IL	July 10-12	Las Vegas, NV	September 20-22
Saleigh, NC	April 19-21	Austin, TX	July 10-12	Memphis, TN	September 25-27
Cincinnati, OH	April 24-26	Houston, TX	July 12-14	Boston, MA	September 25-27
Honolulu, HI	April 24-26	Baltimore, MD	July 12-14	Homestead, UT (Sales)	September 25-27
Atlanta, GA	April 26-28	Atlanta, GA	July 17-19	Orange County, CA	September 27-29
New York Metro	April 26-28	Indianapolis, IN	July 19-21		
		Portland, OR	July 19-21	Sacramento, CA	October 2-4
Ft. Worth, TX	May 1-3	San Jose, CA	July 24-26	Seattle, WA	October 11-13
Washington, DC	May 1-3	Charlotte, NC	July 26-28	Minneapolis, MN	October 16-18
Virginia Beach, VA	May 1-3	Philadelphia, PA	July 31-August 2	Houston, TX	October 18-20
Ft. Lauderdale, FL	May 3-5			Richmond, VA	October 18-20
Chicago, IL (Sales)	May 3-5	Washington DC (Sales)	August 2-4	St. Louis, MO	October 23-25
Phoenix, AZ	May 8-10	Milwaukee, WI	August 7-9	Toronto, ON	October 23-25

Please contact your Covey Representative concerning special pricing for educational institutions.

Effective as of March 8, 1995. Locations may denote vicinity only. All dates and prices are tentative and subject to change. Please call to confirm.

C O V E Y  
**LEADERSHIP**  
C E N T E R

3507 N. University Avenue, Suite 100, Provo, Utah 84604  
1-800-272-6839

C O V E Y  
**LEADERSHIP**  
C E N T E R

# Seven Habits Certification Program

(EDUCATION PRICING)

Product	Price
• Licensing Fee.....	\$1,500.00
• Videotapes w/ Carrying Case (1st copy only).....	\$ 841.25
• 15 Seven Habits Participant Manuals.....	\$1,012.50
• Seven Habits Color Transparencies.....	\$ 146.25
• Five Executive Excellence Subscriptions (1 year—valued @ \$495.00).....	\$ 0.00
TOTAL PRICE.....	\$3,500.00

## Facilitator Certification Training Options:

Public Facilitator Training.....\$1,495.00  
*Five day course (includes 7H workshop and training) held  
monthly in Utah. Price does not include dinners and lodging.*

Regional Facilitator Training.....\$ 795.00  
*Prerequisite: Have attended a public Seven Habits 3-day  
workshop within the last 12 months.*

In-house Facilitator Training.....\$ Dependent  
*Most cost effective if there is a high level of interest.* on group  
size

# PRINCIPLE-CENTERED LEADERSHIP® WEEK

The success of most corporate programs is subject to the character as well as the competence of the people who design and implement them. In order to be truly successful, organizations must create an environment in which trust and empowerment can flourish. Principle-Centered Leadership Week is a five-day workshop that focuses on teaching leaders how to cultivate such an environment. This course does not provide a “quick-fix” solution—rather it provides a solid foundation on which to build. It explores the distinction between leadership and management while emphasizing the value of character ethics over personality ethics.

## Course Objectives

- *Gain a deep understanding of The Seven Habits of Highly Effective People® as applied to the personal, interpersonal, managerial, and organizational levels.*
- *Understand the leader's source of power and influence.*

*Integrate personal and team missions with the corporate mission.*

- *Explore the “win-win” process to create successful partnerships with team members, customers, suppliers, peers, and bosses.*
- *Build an environment that empowers people and encourages them to develop and pursue a common/shared vision.*
- *Identify chronic organizational problems which reduce quality, and begin a process to correct them.*

*Develop personal and organizational action plans based on Principle-Centered Leadership.*

“By centering our lives on timeless, unchanging principles, we create a fundamental paradigm of effective living. It is the center that puts all other centers in perspective.”

—Dr. Stephen R. Covey

# PRINCIPLE-CENTERED LEADERSHIP® WEEK

## TIME

All participants should plan to arrive after 3 p.m. Sunday afternoon. Classes begin daily at 8:15 a.m. and conclude after dinner. Homework assignments are given each evening. The course ends Friday at 12 noon, so please schedule your return flight after 3 p.m. to allow time to return to the airport.

## REGISTRATION

To receive a registration contract and/or more information, please call your educational representative at 1-800-27COVEY (272-6839).

## PREWORK

- *The Seven Habits Personal Profile*—You will receive a profile feedback survey which should be completed by people with whom you work. You will receive this profile approximately six weeks before the course with full instructions for its completion.
- *The Seven Habits of Highly Effective People*—We recommend that you read this book before attending Principle-Centered Leadership Week. It will acquaint you with the principles presented at the program.
- *The Seven Habits of Highly Effective People Audio Learning System*—We also recommend that you listen to these tapes prior to attending the program.

## DRESS

Attire for the program is casual and comfortable. Jeans are acceptable. The resort sits in the heart of Utah's famous Rocky Mountains, and the temperature is a little cooler than you would otherwise expect.

## DEPOSIT AND PAYMENT

A \$1000 deposit is required upon registration. You will be invoiced for the balance. If tuition is not paid in full 21 days prior to the course, your agreement will be put on hold and your reserved seat released.

The processing fee for cancellation is \$150. If you cancel or transfer within 21 days of the program, you will forfeit the \$1000 deposit. You may transfer to a later program with no penalty up to 21 days before the course, or substitute another participant in your place within 21 days of the course.

## CANCELLATION

The processing fee for cancellation is \$150. If you cancel or transfer within 21 days of the program, you will forfeit the \$1000 deposit. You may transfer to a later program with no penalty up to 21 days before the course, or substitute another participant in your place within 21 days of the course.

## TUITION

### Education & Ecclesiastical Corporate

1 participant	\$3000	\$3900	Includes instruction and all materials.
2 or more participants	\$3000	\$3650	Includes instruction and all materials.

## MEALS and LODGING

Varies by location. Room and board includes five nights' lodging, meals, gratuities, and tax.

Sundance—\$925 The Homestead—\$875 Snowbird—\$925 Westfield Conf. Center—\$1350

## DATES and LOCATIONS 1995

Feb. 26-March 3	Homestead	June 18-23	Homestead	Sept. 24-29	Sundance
March 5-10	Sundance	June 25-30	Homestead	Oct. 15-20	Sundance
March 19-24	Sundance	July 16-21	Homestead	Oct. 29-Nov. 3	Sundance
April 23-28	Sundance	August 6-11	Sundance	Nov. 12-17	Sundance
April 30-May 5	Sundance	August 20-25	Homestead	Dec. 3-8	Sundance
May 15-19	Sundance	Sept. 10-15	Sundance		

Effective January 1, 1995. All dates are tentative and subject to change. Please call to confirm.

# TRAIN THE TRAINER FACILITATOR CERTIFICATION

The Seven Habits™ certification course is founded on timeless principles of human and organizational effectiveness, rather than upon specific practices and skills. A Chinese proverb by Lao Tzu states, "Give a man a fish and you feed him for a day; teach him how to fish and you feed him for a lifetime." Teaching specific practices is like giving a person a fish. The recipient remains dependent on the giver for the next day's fish, or on a new practice for each situation encountered. Teaching a principle is similar to teaching a person how to fish. The result is empowerment of people and their organizations.

Facilitator training was created to empower organizations to teach The Seven Habits of Highly Effective People® internally. The actual training process is divided into two different segments. The first area of focus is the actual content of the Seven Habits. The second area focuses on the facilitator training itself. Comprehensive, five-day Train the Trainer (T-3) courses are held monthly at secluded mountain resorts in Utah. If you have already attended a three-day intensive Seven Habits course, you may choose to finish your certification by attending one of our two-day regional T-3 programs held throughout the country. For organizations with a high level of interest, custom certification programs are also available. Ongoing training is provided through user's groups.

*"The Seven Habits significantly changed the way I approached daily living."*

*—Judy Nash*

*American Association of School Administrators*

*"As a professor in educational leadership, I have witnessed the tremendous success the Seven Habits has had at our university. In terms of influence, there has simply been a mushrooming effect."*

*—Ken M. Young, Ed.D.*

*Professor, Educational Administration of West Virginia*

*"Seven Habits increases abilities to balance career roles with all the other personal and family roles...and to balance oneself between producing results and enhancing the capabilities to produce. The fundamental notion of Inside-Out™ development makes Seven Habits radically different than other programs. Because of the Seven Habits, better decisions are being made. More business relationships are now partnerships. Departmental 'wars' are disappearing. We are now looking aggressively at even broader ways to integrate all our functional operations and better meet all our internal and external stakeholder needs. We could not have launched this broader effort without a foundation in Principle-Centered Leadership®. We would never have had the courage."*

*—A case study at Conoco Inc.*



# TRAIN THE TRAINER FACILITATOR CERTIFICATION

## LICENSING

Prior to attending the program, a license contract must be signed between your organization and Covey Leadership Center®.

All participants should plan to arrive after 3 p.m. Sunday afternoon. Classes begin daily at 8:15 a.m. and conclude after dinner. Homework assignments are made each evening. The course ends Friday at 12 noon, so please schedule your return flight after 3 p.m. to allow time to return to the airport.

## REGISTRATION

To receive a registration contract and/or more information regarding regional Train the Trainer (T-3) or in-house Train the Trainer (T-3) programs, please call your educational representative at 1-800-27COVEY (272-6839).

## PREWORK

- *The Seven Habits Personal Profile*—You will receive a profile feedback survey which should be completed by people with whom you work. You will receive this profile approximately six weeks before the course with full instructions for its completion.
- *The Seven Habits of Highly Effective People*—We recommend that you read this book before attending the course. It will acquaint you with the principles presented at the program.
- *The Seven Habits of Highly Effective People*® *Audio Learning System*—We also recommend that you listen to these tapes prior to attending facilitator training.

## DRESS

Attire for the program is casual and comfortable. Jeans are acceptable. The resort sits in the heart of Utah's famous Rocky Mountains, and the temperature is a little cooler than you would otherwise expect.

## DEPOSIT, PAYMENT, AND CANCELLATION

A \$500 deposit is required upon registration. You will be invoiced for the balance. Full payment is due prior to the course. The processing fee for cancellation is \$150. If you cancel within 21 days of the program, you will forfeit the \$500 deposit. You may transfer to a later program with no penalty up to 21 days before the course, or substitute another participant in your place within 21 days of the course.

## TUITION

	Education and Ecclesiastical	Corporate	
1 participant	\$1495	\$2145	Includes instruction and all materials.
2 or more participants	\$1495	\$2045	Includes instruction and all materials.

## MEALS and LODGING

Varies by location. Room and board includes five nights' lodging, meals, gratuities, and tax; average cost is \$925.

## DATES and LOCATIONS 1995

January 15-20	Sundance	May 07-12	Homestead	Effective as of Jan. 1, 1995. All dates are tentative and subject to change. Please call to confirm.
February 19-24	Homestead	June 04-09	Homestead	
March 26-31	Sundance	July 09-14	Homestead	
April 09-14	Sundance			

# REGIONAL FACILITATOR TRAINING

## **Prerequisites**

- Complete a Seven Habits™ three-day training or custom in-house training program.
- Read *The Seven Habits of Highly Effective People* and/or listen to the tapes.
- Review, in depth, the *The Seven Habits of Highly Effective People* course materials.
- Possess a working knowledge of the Seven Habits Organizer™ and Profile.
- Hold a signed Seven Habits organizational license agreement.
- Complete and sign the facilitator agreement.
- Complete and sign the facilitator registration contract.

## **Program Cancellations**

Covey Leadership Center® reserves the right to cancel any program if there are not at least six participants registered within 14 days of the program. You will be notified if the program is cancelled and your Covey Leadership Center® representative will help you make other arrangements.

## **Participants Receive**

- Continental breakfast, lunch, and break refreshments
- Facilitator manual and implementation manual
- Seven Habits™ video transcript
- *Facilitator Tips* booklet and handouts
- Graduation certificate, lapel pin, CLC bag
- Product catalog
- *Seven Habits™ Magazine*
- *Quotes and Quips* book
- *Executive Excellence®* magazine

**Registration is handled through your Education Division Representative at 1-800-272-6839.  
Participants must arrange for their own meals and lodging.**

# SEVEN HABITS REGIONAL T-3 AND USER'S GROUP 1995 SCHEDULE

**Dates and locations are subject to change. Please call to confirm.**

## REGIONAL TRAIN THE TRAINER

March 14-15	Dallas, TX
March 28-29	Philadelphia, PA
April 25-26	Seattle, WA
April 27-28	Cincinnati, OH
May 9-10	Houston, TX
May 16-17	Minneapolis, MN
June 12-14	New Orleans, LA
June 12-14	Phoenix, AZ
June 19-21	Washington, D.C.
July 18-20	Detroit, MI
July 24-26	Denver, CO
September 11-13	Boston, MA
September 19-21	Orlando, FL
October 11-13	Atlanta, GA
October 16-18	San Francisco, CA
October 30 - Nov. 1	Chicago, IL
November 6-8	Dallas, TX
November 28-30	Pittsburgh, PA

## SEVEN HABITS FACILITATORS USER'S GROUPS

March 16	Dallas, TX
March 23	Albuquerque, NM
March 30	Philadelphia, PA
April 13	St. Louis, MO
April 25	Cincinnati, OH
April 27	Seattle, WA
May 24	Minneapolis, MN
June 15	New Orleans, LA
June 15	Phoenix, AZ
June 22	Washington, D.C.
June 28	Bloomington, IL
July 12	Detroit, MI
July 20	Nashville, TN
July 27	Denver, CO
Aug. 10	Tulsa, OK
Aug. 22	Kansas City, MO
Sept. 7	Portland, OR
Sept. 14	New York State
Sept. 22	Orlando, FL
Oct. 10	Jacksonville, FL
Oct. 19	San Francisco, CA
Nov. 2	Chicago, IL
Nov. 9	Dallas, TX
Nov. 16	Las Vegas, NV
Dec. 1	Pittsburgh, PA

***Tuition: \$795 per person.***

***Tuition: Free***

Effective as of March 8, 1995

**For more information or to register, please call 1-800-272-6839.**

Name/Location	Organization Size	Program Type	Description of Work	Start & Completion Dates	Program Manager
State University of New York	2,797 Students 164 Faculty	Administrators	* 40 Administrators trained * 1 Facilitator	July 1994-ongoing	Wayne Morris Dir. Counseling & Health Services
Columbia State Community College	3,720 Students 197 Faculty	Staff & Students	* 100 Staff & Students trained * 30 Facilitators	March 1993-ongoing	Bill McEwen Director
St. Louis College of Pharmacy	850 Students 125 Faculty & Staff	Faculty & Staff	* 15 Class trainings * 1 Facilitator	July 1991-ongoing	Robert Smith Dean
Georgia Institute of Technology	12,891 Students 658 Faculty & Staff	Admin. & Teachers	* 25 trained in 1994	August 1994-ongoing	Richard LeBlanc Director
Illinois State Univ.	21,765 Students 947 Faculty & Staff	Admin, Teachers & Students	* 5 Class trainings * 2 Facilitators	January 1994-ongoing	Linda Sorrells Wellness Program Director
Texas A&M	41,710 Students 2,424 Faculty & Staff	Faculty & Staff	* Trained 60 Teachers & Administrators * 3 Facilitators	August 1992-ongoing	Walter Bradley Dept. of Engineering
University of Maryland	32,858 Students 1,803 Faculty	Faculty & Staff	* Training College of Business * 3 Facilitators	January 1993-ongoing	Pat Stocker Assoc. Dean and Director of Exec. Programs
University of Michigan	36,626 Students 3,374 Faculty	Faculty & Staff	* 31 Facilitators	October 1992-ongoing	Brenda Herman Administrative Associate
Waukesha Technical Community College	4,700 Students 500 Faculty & Staff	Admin., Teachers, Students	* Trained 50% of Staff	April 1993-ongoing	Craig Pitrowski VP of Financial Services
Clemson University	17,666 Students 1,266 Faculty	College of Architecture Students	* Ongoing training with Students in Seven Habits & FTF * 1 Seven Habits Facilitator * 1 FTF Facilitator * Additional Facilitators trained March '95	October 1994-ongoing	Roger Liska Associate Dean